Guides

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Maryland Student Service Alliance Teacher Training Manual

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TEACHER TRAINING MANUAL

Maryland
Student
Service
Alliance

The Courage To Care.
The Strength To Serve.

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Revised Summer 1993

Maryland Student Service Alliance Teacher Training Manual

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ACTION

The Maryland Student Service Alliance definition of service-learning is:

Making a difference through actions of caring for others, in the school or in the community, through direct service, indirect service and advocacy, with preparation and reflection.

The most important word in the definition is **Actions**. Service is not intentions or plans or discussing ideas. Service is doing something to make the world a better place.

There are three types of service actions: direct service, indirect service, and advocacy. Each is distinguished from the others by who is served and how. They are further differentiated by what students learn from each kind of service activity. Frequently, students performing direct service become better people, while students who serve indirectly or through advocacy change the world.

Students are capable of performing each kind of service. And, students can learn from each kind of service activity when they have opportunities for preparation and reflection.

Direct Service

Direct service activities put students face to face helping someone. Some examples are peer and cross-age tutoring, mentoring, visiting a lonely elderly person, and serving meals at soup kitchens.

Direct service contacts usually occur weekly for several weeks or months. It is helpful if the initial contacts are structured. For example, students at Suitland High School in Prince George's County brought calendars to the nursing home

on their first visit. The students and their senior buddies went through the calendars marking their birthdays, anniversaries and holidays. This activity helped to break the ice.

Direct service is enhanced when students have training before they begin. It also helps if the people they are serving know about the students before they arrive the first day.

Students engaged in direct service learn to take responsibility for their actions. They learn to be depended on because the people they serve count on them to show up at the appointed time. Students also learn that they can make a difference in an individual's life, that they can make someone happy, that they can help someone achieve a goal.

Students who do direct service learn to share in another person's successes and disappointments. In addition, we hope, students learn to share their own highs and lows. Developing empathy for others helps students put their own problems in context.

Doing direct service, students also work with people different from themselves. This experience helps the students overcome fears and biases they may have about others.

Every student should perform some direct service. It offers rich experiences, and leads students to other types of service. Students who are at risk of failing and students with low self-esteem derive the most benefit performing direct service.

Indirect Service

Indirect service activities are performed "behind the scenes" channeling resources to alleviate a problem. Frequently, servers never come in contact with the people they serve. In other cases, the project benefits the community as a whole rather than a particular person or group. Some examples of indirect service activities are environmental projects, such as planting trees and cleaning stream beds; drives and collections; construction projects, such as ramps

Action is with the scholar subordinate, but it is essential. Without it he is not a man. Without it thought can never ripen into truth.
-Ralph Waldo Emerson

and door latches for independent-living senior citizens; and clean-up and beautification projects. The ever-popular "thons" also fall into this category of service.

Indirect service projects characteristically are undertaken by a large group. Often the projects are annual events or one-time special events that are fun. They usually involve a great deal of planning but very little reflection about the reasons behind the project.

Indirect service projects are very popular in schools because they do not interrupt the schedule, or they interrupt everybody's schedule at once, and they do not require transporting students. These projects tend to be least valuable to students because students remain distant from the need and do not see the benefit of their efforts. To compound the problem, students seldom play critical roles in planning the events. Have you ever gotten involved in a big service project where the adults did all the planning and organizing, the emphasis was on competition and prizes, and the students all but forgot the whole thing in a heartbreakingly short time?

If the characteristics of an effective service program are incorporated, indirect service projects can be very successful. The best indirect projects usually involve students producing something to give away, such as calendars and decorations for a nursing home, lunches for homeless people, place mats for a soup kitchen, books for peers or younger children, or caps and booties for boarder babies.

Other successful projects are those in which students share their knowledge with others. Students in Allegany County created a booklet about child abuse and distributed it throughout the county. Students in the Maryland Student Service Alliance Summer corps wrote and performed skits dealing with drug abuse prevention. Students in Minnesota provided consumer advocacy services.

Students performing indirect service projects learn teamwork--how to organize themselves to get a job done. They learn to play different roles in a group, such as leader, coach, and worker. They learn how to include others and how to build team spirit.

Students also discover the power of working with others

to solve problems, and that as a group they have a greater impact and are able to help more people for their effort. Students develop an understanding of community and the interdependence of people.

Students who often work independently, such as academic high achievers, and students who are frequently excluded from leadership positions in the school profit greatly by performing indirect service projects. Indirect projects can build cohesion and spirit in schools where there are few sports teams or where there is a diverse student body. Indirect service projects can be very successful at rural or isolated schools where there are few service agencies nearby.

Advocacy

Advocacy service projects require students to lend their voices and talents to the disenfranchised or to correct an injustice. Once students have helped an individual, they may perform an advocacy project to eliminate the causes of the problem and to inform the public about the issue. Advocacy is the work of citizenship.

Advocacy projects include lobbying officials to change policies or to take a new course of action. Students might petition, make presentations, conduct community surveys and present the results. Students might also undertake consciousness-raising activities such as speaking, demonstrating, distributing literature, and involving others in service. Students at Northern High School, for example, conducted an AIDS awareness week at their school.

Advocacy projects can be undertaken by groups or by individuals. Projects are usually multi-phased and can be ongoing. Often the advocacy continues after graduation.

Students engaged in advocacy learn to articulate their concerns, to be succinct, and to suggest viable solutions. Students also learn to persevere. They cultivate alliances and work with adults. They develop the ability to persuade people to act in a new way. They come to understand the relationship among issues and to see advocacy as a duty and a privilege of

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.
-Margaret Mead

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citizenship. They develop courage and a vision of a better future.

Advocacy projects are best undertaken by a cohesive group of students who do not need immediate gratification to make them feel that they are making a difference. Frequently, these students will have performed substantial direct service already.

Learning from Service

Programs which are most effective link service and learning. The following principles of good practice for combining service and learning are the result of a year's collaboration of some ninety organizations led by the National Society for Internships and Experiential Education and the Johnson Foundation.

An effective and sustained program:

1.   Engages people in responsible and challenging actions for the common good.

2.   Provides structured opportunities for people to reflect critically on their service experience.

3.   Articulates clear service and learning goals for everyone involved.

4.   Allows for those with needs to define those needs.

5.   Clarifies the responsibilities of each person and organization involved.

6.   Matches service providers and service needs through a process that recognizes changing circumstances.

7.   Expects genuine, active, and sustained organizational commitment.

8.   Includes training, supervision, monitoring, sup-

port, recognition, and evaluation to meet service and learning goals.

9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.

10. Is committed to program participation by and with diverse populations.

When students are engaged in any type of service activity with the above features, they gain personally and academically. Students perceive themselves as contributors to an improved community rather than as disconnected and powerless. Also, students doing service have better school attendance and thus are less likely to drop out. In San Antonio, Texas the drop-out rate, for students involved in a cross-age tutoring program, went from 95% to 5% after it was instituted!

Students who perform service see the relevance of the skills they learn in school because they are able to use the skills in real-life situations. Service experiences give students in writing classes compelling subjects about which to write. The experiences also give students ideas for research papers and art projects. Students become engaged in learning and perform better on tests. Ninety-nine percent of the one hundred and fifty 9th and 10th grade special education students at Francis Scott Key High School, in Carroll County, passed the Maryland Functional Writing Test the first time they took it. The school's teachers attribute the dramatic success to the service projects in which all of the students have been involved, lead by the special education students.

Students who perform service feel good about themselves. Their teachers see their enhanced self-esteem in their increased class participation and their improved performance on assignments. Also, students' communication skills are improved when they perform service. Students learn to ask open-ended questions, to follow oral directions, to listen actively, and to carry on conversations with people they do not know.

Service also helps students master problem-solving skills. Students figure out how to be helpful, and how to work with other people. They also learn how to get where they are

supposed to be, to dress appropriately, to respond to supervision, to ask for guidance --they learn job skills. Students also learn project-specific skills such as cooking, teaching, crafts, construction, coaching, and tree planting.

PREPARATION

In a service and learning program, preparation lays the groundwork for both to occur. Since service is intended to meet a community need, preparation is time to identify needs and figure out how to help. There are four preparation stages: a) identify and analyze problems, b) select a service project, c) learn skills needed to be of service, and d) plan the service activities.

Identify and Analyze the Problems

To identify community problems your students might address through service, read the newspaper. Discuss the problems written about and come up with ideas for ways to help. You might also survey members of your community to get their ideas on what problems need to be addressed. Some problems students most often address are the needs of senior citizens, people in poverty, and younger children. Students also undertake projects to end bias, prevent drug use, and to protect the environment.

To analyze these issues, students might interview experts such as social workers, police officers, medical professionals, librarians, and sanitation workers—to find out how the experts tackle the problem. You might also ask an expert to take the students on a tour of the community; the students could see the problems and potential solutions. The students might elicit suggestions for projects from the experts. Another possibility is for students to gain first-hand experience with the problem by helping out for a day at an agency addressing the problem.

Selecting a Service Project

Identifying and analyzing community problems will greatly assist students in selecting a service project. There are several decisions you and your students must make in selecting service projects. First, you must decide to perform direct, indirect, or advocacy projects.

Your students must then decide if they prefer to serve in the school or in the community. Some schools are in great need; students' service could help improve the climate. The Student Activities Club at Fallston High School in Harford County, for example, devotes their time to helping the maintenance staff clean the school and beautify the grounds. At a school in Prince George's County, students volunteer to tutor their peers and to help their tardy and frequently absent classmates get to school and class on time.

Other students show a great interest in serving the community. They lend their energy and enthusiasm to people and causes in the neighborhood. For example, they run errands for home-bound elderly, help out at the local fire department, or participate in recreation activities with adults with diabilities.

Another decision to make is whether students will work alone or in groups. There are advantages to both. Scheduling is easier for one student, as is transportation. However, high school students are often reluctant to strike out on their own. When students work in small groups they are more likely to keep their service commitments and to feel more comfortable in new situations.

The duration of the service project is another consideration. Students serving others directly benefit from a sustained effort of several weeks or months. Over that time students confront and overcome many challenges. They are also engaged long enough to develop friendships both with the people they serve and the other servers at the organization. Indirect service projects last varying lengths of time. The more people involved, usually the longer the project takes. Advocacy projects require perseverance --it takes a long time to change the system!

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Students must also consider their other commitments when selecting a project. Homework, family, jobs, and sports all take time and energy. Teachers should talk with students about what priority service will have. Parents should be informed about the projects and involved, as much as possible, in choosing one.

Learn Skills Necessary To Be of Service

The third preparation activity is for students to learn the skills necessary to perform service for the project they have selected. Students may practice "generic" service skills such as communication and problem solving. You could help students practice listening attentively, asking open-ended questions, using ice-breakers for first meetings, being assertive rather than aggressive, and using problem-solving techniques.

Sensitivity training also can benefit students and enhance their service. Students could try to understand the needs of the people they will serve with the help of experts in the field. For example, your county department of aging can help you set up workshops to allow students who plan to work with senior citizens experience some of the ailments of aging. Students might try reading through glasses smeared with Vaseline to simulate cataracts; wearing rubber gloves while threading a needle, picking up pennies, or determining whether water is too hot to simulate a decline in sensitivity to touch.

Students may also need to learn project specific skills to perform service. Again, using working with the aging as an example, students may need to learn how to push a wheel chair, how to help some one sit or stand, how to feed a person. Experts in the community would happily visit your class to conduct this kind of training. In some cases, however, students would have to be at the service site to practice the skills. Skills practice would be part of the site orientation, in those cases.

Plan Service Project Activities

The final element of preparation is for students to plan what they will do at the service site--whether it is in school or in the community. Students volunteering at an existing community agency could attend an orientation to learn the routine of the agency and how they will fit in. Students and their supervisors could discuss their expectations and plan specific activities. Before they began to visit elementary school pupilswith developmental disorders, students from Suitland High School (Prince George's County) worked with the teachers to develop activities that would be educational and help the children practice social skills. They decided to do sports and computer projects on each of their ten visits, and to take a picture, each time, for a memory book.

If students are creating their own projects, they should spend time on the details such as gathering resources, scheduling activities, and recruiting participants.

Preparing to Learn from Service

A critical element to preparing students is to help them understand how they will learn from their service experiences. Preparing to learn includes establishing a trusting environment, raising questions of personal and social value of service, developing the habit of reflecting on service, and acknowledge that there may be difficulties when performing service.

Establishing a trusting environment is critical to fruitful reflection on service experiences. The more you are engaged with the students in facilitating their service rather than controlling or directing it, the better. Another way to build a cohesive group is to play games which require group members to depend on each other. There are a couple of books of these games: New Games Book and More New Games. If you cannot find them you might get some help form a physical education teacher, an outdoor or adventure education facility, or from a youth serving organization such as Scouts or 4-H.

You might play some games to break the ice in the group. Later, you could play other games to emphasize cooperation and to re-invigorate the group.

Another way to build a trusting environment is to use cooperative learning techniques. Assign students to groups of four and ask each to take a different role: manager, coach, recorder, go-for. Use the group structure for instruction as well as for role-playing and group decision making.

During the preparation phase is a good time to pose questions of value of service with which you and your students will wrestle throughout the term of the service. Let students know that during their service experience you will be asking them what difference their service makes to the community, to themselves, and why they perform service. Raising the questions early attunes students thinking to those issues as well as issues directly relevant to their service (how do I get there?).

This is also a good time to share with students the reflection component of the program -- what you will be expecting, how students will reflect individually and as a group. From the beginning you could establish habits of reflecting. One teacher suggests using the journal from the outset. Have students take notes in it and respond to homework questions.

Another way to lay the groundwork for reflection is to practice asking and responding to questions that do not have one correct answer. Reading and discussing passages from the great books is a good way to do this. The Maryland Student Service Alliance has produced a book of passages from the Great Books that are relevant to service.

Preparation for service-learning also includes anticipating difficulties. Students may want to ponder whether their offer of service will be accepted and what that difference that would make to them. Students may want to think through their expectations for their service projects and anticipate how the real situation may differ.

REFLECTION

The third element of an effective service program is reflection. Reflection enables students to learn from their service experience and is most powerful when regularly scheduled during the course of the service project.

Individual and Group Reflection

Reflection should involve a balance of individual and group activities. Individual reflection activities enable students to analyze the personal impact of their experience. Many teachers, for example, have students keep a journal of their experience. It's often helpful to give students topics about which to write, so students can develop the language to express what they learn, how they feel, what difference their service makes. They could write about their first impressions of the people they are serving, their best and worst experiences, a friendship they developed at the service placement. They might also write about the changes they would make in the placement to serve the clients better. Students might even jot down tips for new volunteers. (See MSSA's Instructional Framework for more ideas).

In addition to a journal, students could keep a scrapbook about their service. In the scrapbook, they can collect pictures they have taken at the service placement, mementos, and drawings they have done to capture the meaning their service has for them. Ask your students to share their individual reflections with you and with the other students from time to time.

Group reflection activities greatly enhance what students learn from each other and from their experiences. For instance, a student who is tutoring may want to discuss success his or her tutee had on an important test; a student helping senior citizens play games may need some suggestions

tostructure the activities. The activities should occur throughout the service projects and so students can 1) receive feedback from their peers about how they are doing and 2) learn about the experiences the other students are having. Frequent group reflection allows students to adapt what they have learned from their peers to their own service projects.

Group reflection time also can be used to learn more about the population being served or the problems being addressed through students' service. This is the time to revisit topics raised while preparing for service but not exhausted at the time. After serving for a while, students will know what else they need to learn; they will have questions. Students visiting elderly people, for example, may want to learn about depression among senior citizens or about ageism. You could invite guest experts to speak to the class during these group reflection periods, or you could show movies or plays related to the issue.

Reflection Topics

Effective reflection often includes exploring the global perspectives of the issues students are addressing. If students are doing direct service projects, for instance, they could learn whether the problem they are working on exists in other communities or countries. No matter which kind of service the students are doing, however, they would be interested in learning how other countries are addressing the problem, or why different cultures do or do not have the same problem.

Reflection activities such as reading the newspaper and talking with politicians often encourages students to theorize about the relationship between the problems they are addressing and other problems. You might explore, for example, the relation between poverty and poor school performance.

Your students also should reflect on the effectiveness of their service. Have them discuss whether they are addressing the symptoms of a bigger problem or actually getting at the root causes of problems. This discussion might lead to explorations of alternative ways to address the same problems.

Reflection also inspires students to stick with the

project and begin performing service almost immediately. Preparation is minimized to choosing projects and an orientation to the project. Analyzing community problems and practicing skills are incorporated into the reflection component of the program.

The service activity is coupled with ongoing reflection opportunities. The class meets regularly to share their experiences, gain additional information, discuss issues, and read. Students may also devise ways to share their experience with others through consciousness-raising projects: sensitivity training, posters, or an assembly.

The Maryland Student Service Alliance has produced a draft instructional framework for service which guide students and teachers in developing projects different issue areas.

The benefit of a course is that it allows students to study issues in depth. The course is structured so students learn from their service. Developing the project fosters valuable teamwork and communication skills. The long-term service project nurtures students' sense of commitment, belonging to the community, and purposefulness. Most important, students' feelings of self-esteem are enhanced.

The drawback of a service course is that only the few students enrolled in the course experience it.

Infusion

Infusing service across the curriculum means providing students with opportunities to do service in every course. Depending on the course and the teacher's interest, students may do projects individually, in groups, or as a class. Service activity may take the place of a traditional research paper. It is a hands-on application of the course material in a way that benefits the community.

Infusing service makes the subject matter come alive; students see the relevance of the subject. Instead of doing artificial exercises, students apply their knowledge to address

real community needs. Students practice skills in meaningful situations. Another benefit of infusion is that large numbers of students have opportunities to get involved.

On the other hand, by infusing the service projects, they may become too diffuse with no one person responsible to make them happen. Another problem is that teachers and students already doing service do not necessarily consider their activity to be service. In discussing the projects, teachers and students tend to focus on how it was relevant to the subject. Consequently, students and teachers miss the service element of their activity. Reflection on the service aspect of projects is rarely infused, with the activities, across the curriculum.

To plan service activities to infuse in a class, start by examining the course goals and objectives. Look for places where direct, indirect and advocacy service projects could be used to accomplish the objective. For more guidance on infusion see the section beginning on p. 66.

Clubs

Service clubs are extracurricular activities that engage students in the community. Service clubs vary greatly from school to school. Some focus their activities in the school: beautifying the grounds, painting the bathrooms, tending the awards and trophy cases. Other clubs sponsor fundraising projects for national and local causes. The projects are usually social events and involve most of the student body.

Still other service clubs involve students in regularly scheduled, long and short term, direct service projects in the community, such as: visiting nursing home residents, serving meals at soup kitchens, or coaching Special Olympics practices.

The club model is good because of its potential to expose many students to a variety of service opportunities. Clubs can serve a variety of populations through diverse projects. Active service clubs often contribute to school spirit and identity. Frequently, these clubs also serve as training grounds for students who will later take a service course. Also, club spon-

sored projects that are open to any student in the school might provide a vehicle for teachers to infuse service into courses across the curriculum.

The difficulty with the club model is that all service activities might fall to the club and others might choose not get involved, or may feel excluded. Clubs also offer little in the way of preparation and reflection.

Nuts & Bolts

FINDING SERVICE PROJECTS IN THE COMMUNITY

Research

The easiest way to begin a service program is to identify service providers in the community who will host students. There are several ways to tackle this task. You may wish to start by finding a catalog of programs, projects, and agencies in your community that has already been compiled. Look for directories at the library, the chamber of commerce, churches and volunteer action centers. There is a page in the phone book titled "Community Services"; it is a good place to start. From these catalogs and directories, you will have agency names and phone numbers to begin canvassing. In addition, call local government agencies and regional charitable organizations like the United Way to get directories.

Seek, and ye shall find.
-Matthew

Simultaneously, tell your friends and colleagues you are looking for projects. Ask everyone for ideas, including students. Responses may be slow initially, but people will remember you later when they think of possible projects.

As you begin your investigation, you will find that each contact you make will lead to another. The eight routes are:

1. Printed directories
2. Volunteer action centers or bureaus
3. Human service networks and associations
4. Service clubs, civic organizations, and religious organizations
5. Public employees and professionals
6. A tour of the neighborhood for sites
7. Personal contacts

8.   Media, such as newspapers

This search will generate names of many service organizations. The next step is to get some details by making contacts with the service agencies.

Making Contacts

Visiting the agency and talking directly with the volunteer coordinator is the best way to learn about the organization and about how your students could fit in. Your visit assures the agency of your credibility and commitment to the project. The coordinators will appreciate your initiative and also be able to put a face with your name when you make follow-up calls. At the same time, the visit gives you a chance to see the agency in operation and to meet the people involved. Finally it gives you first-hand impressions to share with your students.

When deciding which agencies you should visit first, a good rule of thumb is to contact agencies where you know someone first. Your acquaintance can help you get started. Next, contact agencies close to the school-- say, within a mile. This will simplify transportation and scheduling considerations. Then approach agencies dealing with issues you particularly care about. If you know about the issue, you will have something in common with the agency personnel and will be able to make suggestions about appropriate ways for your students to be involved.

When you visit the agency personnel, let them know that the goal of your community service program is for students to be of real help to the agency. Conrad and Hedin suggest saying something like the following early in your visit:

"Our aim is to be of real help to you, not to have you help make my job easier. If we are not really helping you, then the experience is not real and will be of little use to you or us. In fact, that might be a good way to gauge how well things are working: if at any time our presence seems to cause more bother than benefit we should immediately rethink our role or forget the whole idea."

Once you have familiarized the volunteer coordinator

with your sevice-learning program, find out about the organization: Who is served? How and when are they served? How can your students help? During your first visit, or at a later time, you will want to talk about:

1. the overall aims of your program;
2. the number and types of students you think you can provide;
3. the times and days the students are available and for how long at a stretch;
4. the level of supervision you will provide, and the level of supervision you expect from the agency;
5. the demands the agency can make and the level of responsibility the agency personnel can expect from the students;
6. the types of work that are appropriate;
7. the kinds of skills the young people will bring to their volunteer service; and
8. the learning objectives you have for the students.

Your goal is to engage your students in service at the agency on a regular basis. If the agency cannot accommodate the students in that way, do not be discouraged. Think of other ways you could work with the agency. Perhaps the person you meet could be a guest speaker. Maybe your students could serve indirectly by producing something to give to the agency. Another possibility is taking the class to the agency on a field trip for a one-time visit. Or maybe the agency director has a "wish list" of projects he or she wants to do that require extra help for a relatively short time. Whatever else happens, ask your contact at the agency to give you names of other organizations you could contact.

Involving Students in The Search

You also could involve your students in the search for service projects in the community. The procedure would be much the same as if you found the projects by yourself. Your role would be to guide the students. It will be a novel experience for many high school students to talk with adults they don't know. You need to lay the ground work so students can be successful and learn from the experience. It's helpful if you

provide your students with names and phone numbers of initial contacts.

It may also be a novel experience for service agencies to work with students. Sometimes adults are reluctant to talk with students or are hard to reach. Before the students make contacts, you might want to write a brief letter to explain the program and let volunteer coordinators know that students will follow up. Students should rehearse what they will say before they call or visit the agencies. Have the students work in pairs or small groups.

Creating Your Own Directory

You may want to compile the information you are collecting into a directory. The "Community Resource File," attached, is an example of how you could organize your directory. Once you have the information, updating it and sharing it with others will become easy.

RECRUITING STUDENTS

Service is an enduring American tradition. Still, the idea of structured service in the schools is new. Therefore, students must be recruited to participate. It takes enthusiasm on your part to recruit students.

Develop a recruiting plan. Include goals, who will be recruited, what to say in your media blitz, and identify recruiting tools available to you. Also, consider forms students will have to fill out. The plan should be tailored to either a course or a club.

Recruiting Goals

Set challenging goals for numbers of students to involve. If you attain your goals you have reason to be proud and you can expand the program to accommodate more participants. If you find your goals were overly ambitious, analyze where the problem was. Figure out who can help you reach your goals and how.

Service courses are best when 15 - 20 students are enrolled. Teachers starting new courses often lose students after the first weeks, so recruit more than the number for an ideal class. Courses that have been going for a few years typically have upwards of 25 students matriculated. Some service courses have become so popular that several courses are offered at a school. Also, some schools offer community service courses at Level I and II.

The best service clubs in Maryland high schools have membership of at least 30% of the student body. The students run the clubs with close supervision and guidance from faculty sponsors.

Everybody can be great because everybody can serve.
-Martin Luther King, Jr.

Who to Recruit

All students should be recruited to perform service. Attract as varied a group of students as possible: male and female, good students and poor, older and younger, model citizens and renegades. The community needs the contributions of all people; everyone has time and talents they can contribute to help others. And, all students can learn from service.

Diversity of participants will be the strength of the program. There are few times in life when we have opportunities to be come friends with people different from ourselves. Service projects which involve a diverse group of students bear out what Socrates meant when he said that we do not get to know each other talking across a table, but working side by side on a common project. Part of the power of service is young people working alongside peers they might never associate with otherwise.

What to Say

Recruiting students is essentially conducting a public information campaign aimed at moving people to action. With all the information about service opportunities, you create a burden of knowledge which compels students and other faculty to join in service efforts.

There are several messages you want to get across. First, that students are needed in the community. Be specific about why they are needed, how the community will benefit from their service. Let students know what community problems they will be helping to solve by serving. Students do not need to wait until they are older to make a difference.

Second, tell students about what they will get out of their experiences. Students will meet and work with people different from themselves. Let them know that service is both challenging and fun, and that they will make new friends. Students will feel proud when they have accomplished a task, fulfilled a commitment, worked well together, or made a per-

son feel better. You might want to give examples of how your own service work has enriched your life.

A third point to make is that students will know how to solve problems in the community. This knowledge and skill are attributes of leaders-- civic and business. Service experience will help students get jobs and get into college.

Also let students know they can earn credit toward graduation by participating in a service program. Each local school system has established policies for awarding credit.

You may want to give examples of projects students could undertake, or of problems they can help solve. Inspire them!

Recruiting Tools

There are many tools to use for recruiting. Use as many as possible to make the program visible. Here are some suggestions:

1. Write articles for the school newspaper or agency newsletter.
2. Produce a video presentation on the program.
3. Create a bulletin board in a high traffic area.
4. Inform people who will refer students to you.
5. Make announcements over the school public address system.
6. Have previous and current volunteers make presentations.
7. Produce a brochure and distribute it.
8. Hold an assembly or a volunteer fair to reach large numbers of people.
9. Have an office in a high traffic area.
10. Invite individual students to join.
11. Bring in guest speakers who are involved in service.
12. Use the media to publicize student service as a human interest story.
13. Invited interested students to "shadow" participants and write up an observation.
14. Invite the guidance counselor to visit students at sites with you; that way they can encourage other students to

get involved.

15. Involve an entire class in a "one shot" service project as an introduction.

If the program is new, the teacher running the course or club should be involved. The teacher should gain the reputation as the service person. Also, school administrators should talk up the program among parents and teachers. Their words will "trickle down" to students. Convince the counselors and others who give guidance to students to inform students of service opportunities--and urge them to take advantage.

In a more mature program, tap the enthusiasm of students who have been successful in service. Ask them to make presentations about their service -- what they did, why they did it, and how they felt.

Forms

A significant aspect of recruiting students for service is paperwork! Each school system has developed (numerous) forms for: parent/guardian permission, student service agreements, agency verification, time sheets, and so on.

Although they may be time consuming, the forms provide an important information flow among family, school, and community. In addition to the forms you may want to write a letter to parents and community agencies inviting their input. In a sense, you're recruiting them, too!

Recruiting Course Members

If you want students to sign up for a service course, tell them how this course will differ from others. The service course is experiential--students learn by doing. Students help others and learn from it.

Second, the practical arts credit requirement can be met through a community service course. This is important because it enables all students to take the course.

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Another feature of the service course is that students make decisions, with guidance, about what projects they undertake. Class members analyze community and school needs and then determine how they can be most helpful.

Also stress that the course will be challenging. Be clear about course requirements: how much they will serve, for how long, what work they will do for the course. In short, how students will be challenged. Explain what course activities will be, how students will be involved. If this is a new course, there is no tradition associated with it. Describe to students the ideal course; together you can create it.

If it is a new course, tell students they will be helping to develop the course, laying the groundwork for future classes. The participants in the course will, we hope, be setting a trend, beginning a new phase in the life of the school.

In addition to the tools described above, make sure the course is listed in the course catalog along with a punchy description. (Offer to write it yourself!) Your enthusiasm will still be critical to the success of the program.

One recruiting method is to first approach students who show an interest in service. In Garrett County high schools, students were surveyed in English classes about whether, how much, and what kind of service they perform. The responses helped teachers to identify potential class members.

At Patapsco High School in Baltimore County, all students were invited to attend an "open meeting" about service. Those attending were told about the course and encouraged to enroll.

Another tactic is to run a "demonstration" service project. Invite interested students to "shadow" a class member at her or his service project and write an observation. Another type of demonstration is to conduct a service project especially for students interested in the class. A taste of service may be enough to entice students to enroll.

Work with counselors, administrators, and other teachers to promote the course among students. Familiarize counselors with the course by inviting them to visit students at their service sites with you. This first-hand view will help

them inform students of the course. It is critical that students know about the service course when they plan their schedules for the next school year. Use all your powers of persuasion-- transform yourself into a salesperson!

Recruiting Service Club Members

Recruiting club members is only slightly different from recruiting class members. One difference is that clubs frequently recruit students for particular projects. In this situation, you can tell students all the particulars from the beginning. Students interested in a particular issue will be attracted, as will students new to service.

Structure service clubs so their are several leadership positions. Fallston High School in Harford County is a good example. As interest in a particular issue grows, a new "committee" of the club is formed. Some examples are: soup kitchens, blood mobile, clothes closet, school grounds, and environmental concerns. A new leadership position is opened and filled. Each committee develops projects in which all club members participate.

Sometimes service clubs recruit the entire school to help with a particular project--a clean-up, a field day, or a collection. At Richard Montgomery High School, the service club moderator has drawn up a list of 42 different projects the club undertakes each year. Interested people consult the list and find a reason to join.

Final Notes

The best way to attract participants into a service course or club is to run a terrific program. Two ways to assure such a program are (1) to engage students in service soon after they sign-up, and (2) to accommodate projects to the number of interested people.

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MATCHING STUDENTS TO PROJECTS

Students have tremendous energy and enthusiasm to make a difference. Often, however, they don't know where to begin. Help your students determine their interests and skills; then, help them find service projects that will draw their interests.

There are different methods of matching. One is to have the teacher provide a list of service sites and allow the students to choose among them. This works well when students are younger and not yet ready to explore sites for themselves. In this situation the teacher helps students to choose the one best suited to his or her interests.

A second method of matching is for the teacher to assign students to projects, as in the case of a class project that involves all the students. In these cases the teacher can help the student reach beyond their limitations. For instance, many students are repulsed by the ideas nursing home visits and believe that senior citizens are crotchety, smell bad, and are forgetful. But a good teacher can help those students summon the strength to visit the seniors on a regular basis. When students overcome their fears, they develop the confidence to tackle other challenges.

The third and most effective way to match students and sites is by permitting students to develop their own projects. In this way, they gain both the understanding to identify a problem and the ability to address that problem.

In all three matches, the students and the community should feel that the project is important and worthwhile. The teacher can help the students to understand the purpose of the activity.

I offer neither pay, nor quarters, nor provisions; I offer hunger, thirst, forced marches, battles and death. Let him who loves his country in his heart, and not with his lips only, follow me.
-Giuseppe Garibaldi

STUDENT-CREATED SERVICE PROJECTS

Although our focus so far has been on finding existing projects, student-created projects are also extremely valuable. These can be the most rewarding and fulfilling for the students and the community. When students create their own projects, they learn to work in teams. They negotiate, collaborate, share responsibility, and hold each other accountable. They also learn to be responsible for their actions and to take the initiative. In addition, they learn to care for others and make a difference.

Often, successful student-created projects involve indirect service. Indirect service projects conducted at school are best when time and transportation constraints prevent students from going to community agencies. Students could serve the community from school by producing something to give to the service agency. For example, students at Francis Scott Key High School in Carroll County made decorations for a nursing home, attendance banners for an elementary school, and lunches for homeless people. Another type of student-created project is conducting a collection. For example, students across Maryland collect school supplies in the fall for children who live in shelters. There is not a school were students don't collect money for good causes.

Students also could create direct service projects. They could host community members at school. Students at a Philadelphia high school, for instance, organize an annual Intergenerational Day, in which senior citizens are invited to spend the day with a high school buddy. Suitland High School students in Prince George's County have a field day for youngsters with developmental disabilities. Students at Havre de Grace High School hosted a Thanksgiving dinner for 150 community residents.

Another type of student-created service project is for students to share their knowledge with others. Allegany County students produced a booklet about child abuse -- physical and verbal -- which they distributed widely. Students in the Summer Corps perform skits about dealing with drug abuse. Students at Suitland High School in Prince George's County tutor and counsel their peers.

Students also could create projects to help the school. They could start by identifying problems in the school (either by brainstorming or conducting a survey). Then, they could devise solutions and ask for faculty and administration support.

Your students also could do something for the community. They could form a "Chore Brigade" that would be on call for the local senior center each weekend. Or they could beautify their town by painting, cleaning up, and planting trees, as students in Worcester County did. Anne Arundel County students beautified an historic, but neglected, graveyard. As a teacher, you could plan "go do" field trips for your classes rather than "go see" field trips.

Sources of Ideas for Projects

Talking with people from other schools may be the most direct way to get ideas for student-created projects. For the past two years students from all the high schools in Harford County have met to exchange community service ideas. You might either invite students from another school to visit and talk with your students about their project or have your students call the teacher or students at the other school to learn details.

Another way to generate project ideas is to brainstorm with your students about community problems and have groups of them propose projects to address the problems. Vote for the best projects to develop further.

In addition, community members probably have ideas about how students could help out. Your students could conduct a survey and take direction from the responses. They also might get ideas from interviewing select community

people. For example, they could talk with an elected official, a police officer, a merchant, a newspaper editor, a clergy member, a judge, a service agency director, and a teacher.

Discovering Community Needs

Like service projects at existing community agencies these student-created projects must meet a need if they are to be valuable for students. Service always takes place in the context of the community. Service either contributes to ongoing efforts to meet the community needs or it addresses needs that have not yet been addressed. Therefore, you should spend time helping students discover and understand the community's needs.

The most direct method is to engage the students in an issue you care about, one with which you are involved. Get them involved immediately in addressing the need. This is especially effective when you're just beginning a program. This initial project could lead to others. Through reflection students will discover that issues are related. For example, you might first have students serve at a soup kitchen. Ask them to make observations. Soon enough, students will see that issues are interrelated. People who are hungry are also poor and need housing. Hunger is related to poverty, housing, health care, and education. Students could then find or create projects to address these other issues.

A second way to discover community needs is to conduct a survey of community members. Students will learn research skills if they develop the survey themselves. Letting students in on the ground level of decision-making will allow them to make the most use of their learning opportunity. The survey would be their instrument and they would have a vested interest in seeing the survey through to the end. It may seem more efficient for the teacher or facilitator to devise the survey or adopt someone else's, but you should only do this if time is too short for students to do it themselves.

A third method of discovering community needs is through the media, especially the newspaper. For example,

articles about a disaster such as a flood or an earthquake may generate immediate responses from students who want to help. Your student group may then want to organize a relief effort. Students might also discover through the media that a family needs funds for treatment of a serious illness. Students reading about an accident may discover a situation requiring political action to bring about change.

Finally, you and your students might discover community needs by bringing in guest speakers to describe community needs as they view them. Select agency people and community contacts such as social workers or church leaders whose job it is to know the community. Elected officials also receive complaints and calls for help from their constituents and thus can tell you or your students what the most urgent needs are and how to proceed in making contacts.

Your Role as Teacher

Once your students (with guidance from you) have chosen a project, use problem-solving and consensus-building strategies to work out the logistics of scheduling, transportation, community contacts, communications, other details. There will be great temptations to do it yourself. Resist those temptations. Throughout the process, keep asking yourself the question Elliott Wigginton from Foxfire keeps asked in his very successful program: "Why isn't a student doing this?" Remember the dual purposes of the project: to meet a need, and to allow your students to learn.

Allow the students to make decisions at every step. Teach them how to make decisions, to evaluate their decisions, to redirect their energies, to persevere, and, ultimately, to be successful. Act as a facilitator -- raise questions. Become the students' helper. Act on students' requests to gather information they need to answer questions; as a teacher, you have access to phones and information that often are withheld from students.

SCHEDULING SERVICE

Courses

Any time is a good time for service. Although school schedules are inhospitable to experiential learning activities, teachers can get around them by being innovative. Service classes at Maryland high schools are scheduled in a number of different ways. First, it can be scheduled during the first class period, as it is at Northwestern High School in Baltimore City. Once the preparation phase of the course is completed, Northwestern students perform their service before school and during the first class period at a near by elementary school. The students then arrive at school in time for their second period class. Every couple of weeks, students meet during the first class period for reflection.

Another scheduling method is for the service class to meet during the last period of the day. This is the option used at high schools in Wicomico County and at Suitland High School in Prince George's County. Students are allowed to leave school to perform service during the last class period. They then can return to school for athletics and to catch the activities bus home. When students at these schools are not performing service, they meet during the last period to plan the next visit or to reflect on their service experience.

Talbot County high schools employ a third method, scheduling service courses in the middle of the day. Class time is spent on preparation and reflection activities; students perform their service after school and on weekends, as if it were homework for another course. The set-up is similar at Aberdeen High School in Harford County: students tutor peers throughout the school day, whenever the students involved can get together.

In Garrett County, students enrolled in service meet daily for two to three weeks to prepare for their service projects. They then perform service on their own time and meet twice a month to reflect on their experiences. Southern High School in Baltimore City schedules service in yet another way. Individual students work with the service coordinator to choose a service placement near the school and then go to the agency for one period each day. Students stay in touch with the teacher through sign-in and sign-out sheets and individual meetings as needed.

Clubs

If you have a service club, schedule your activities throughout the school year. Community and school needs require frequent attention if they are to be met. Consider altering traditions to provide more useful service. For example, have your annual food drive in March or April rather than in November; it is during those "off" months that food pantries most need a boost.

Clubs should develop both seasonal and ongoing projects. For example, the club may provide volunteers in the spring and fall for Special Olympics training. Meanwhile, club members might take turns serving lunch at a soup kitchen the second Saturday of every month. The winter months are a particularly good time to schedule club projects because there is less happening around the school. January and February are nice times to focus on a particular issue, to conduct school-wide consciousness-raising activities and training sessions for spring service projects. Winter months also are a good time to serve one another--tutoring, school clean-ups, and painting murals.

Academic Infusion

There is room in every course for a service unit. The curricular frameworks developed by the Maryland State Department of Education include goals and objectives calling for practice and application of concepts. Service projects provide students with opportunities to apply what they have learned.

If your service program is part of an existing academic course, you might want to tie the program directly to the course topic and do it as a field trip. Traditionally, field trips are information-oriented. Students go someplace and see something. In service field trips, students go out into the community and do something to help. Students could pitch in at an agency, or in a community clean up. Students could share their knowledge through presentations and performances.

Students could also perform a long-term service project in the community, similar to the way they would write (or are supposed to write) a research paper. This is the approach taken in the social studies classes at Perry Hall High School. As part of the service project, students write essays and collect information about the people they serve. At the end of the term, students present a notebook (or portfolio) of their experience and what they learned. Still another approach to infusing service is for a group of teachers to teach service units concurrently and engage all their students in a project together. This has been done very successfully at Francis Scott Key High School in Carroll County.

Service can be infused into a course through an ongoing project. You could set up a project and allow students to take turns performing service. This works well if the project is related to the course and students will have opportunities to see the connection between the activity and the theories they have studied in class.

One other way to infuse service into a course is to perform a culminating project. For example, students studying child development could organize a field day for younger children at the end of the semester. Throughout the semester students could develop age-appropriate games, and recruit and train other students to be buddies.

Creating a Schoolwide Ethic of Service

Scheduling service projects throughout the school year and engaging as many people as possible are effective ways to

develop a schoolwide ethic of service. The following timeline
will help focus energies.

September

Pick a theme for the year's service, such as
1. a community need
2. an issue that is particularly relevant
3. students as resources for the community
4. a need in the school

Line up support
1. collaborate with community agencies
2. solicit help from inservice teachers
3. make sure administrator's rhetoric includes
   service

Plan
1. assemblies, such as the program kick-off and the
   recognition event
2. guest speakers
3. publicity

Set Expectations
1. infusion in classes
2. ask all student organizations perform a project
3. number of hours of service
4. number of people involved
5. number of people helped

October

1. hold a kickoff event
2. perform the school wide project on the day of the
   kickoff
3. declare Youth Service Day
4. invite local leaders to get involved

November-April

1. each month have a project sponsored by a
   different club
2. service club organizes longer projects and recruits
   participants
3. conduct teacher training through faculty

meetings and department meetings

4. teachers organize cross-disciplinary projects
5. provide publicity for all projects

May-June

1. host an end of year project involving everybody
2. hold a recognition assembly
3. begin planning for the next year

July-August

1. conduct teacher training

TRANSPORTATION

The complexity of your transportation concerns will depend on where your students will perform their service, and when. Usually, the closer the service site is to the school, the easier it is to get there. Keep in mind, however, that a balance should be struck among: management issues (transportation and liability), challenge and learning potential to the student, and the value or need for the service. You might be able to minimize management problems by having students perform their service at your school, doing tasks such as filing and answering phones in the guidance office. The lack of adventure and challenge involved in such tasks and the perception that they are busy work would sabotage your students' learning potential and the value of their work.

There certainly are ways students can perform valuable service at school. At Suitland High School, for example, senior citizens visit students in the service class once a week. With their student friends, the seniors attend computer or cosmetology classes and then eat lunch. The interaction makes both groups feel needed.

Francis Scott Key High School in Carroll County avoids some transportation problems by producing something at the school and giving it to people in need. Last year, Key students made perfect attendance banners for classes at an elementary school in Baltimore City. They also have made calendars and placemats for nursing home residents.

There are many possibilities for in-school service when students help one another. Students at Aberdeen High School (Harford County) and Suitland High School (Prince George's County) tutor one another. Suitland students also have set up peer-counseling for attendance problems and for more general school problems. Other peer-helper projects include mediating disputes, peer juries, and Alcoholics Anonymous chapters. You might want to set up a big sister/brother program. New students would be assigned an older student buddy to help them get acclimated to the school.

The longest journey begins with a single step.
-Chinese Proverb

If your students are going to perform service outside the school, you can minimize your transportation problems by selecting projects close to school. One idea is to get a map of the area and draw a circle with a 1/2-mile or 1-mile radius around the school. Some likely service placements within that distance are: elementary schools, nursing homes, senior centers, parks, rescue and fire squads, and roadsides (clean up and beautify). Students could walk to these places in a short time. Work with the people at these places to identify potential projects. Students may be able to create new projects in these places.

For projects that are beyond walking distance, consider sources of transportation used by cooperative education and work-study programs. Students could take public transportation or they could drive themselves. Parents could be recruited to drive. If there is an activities bus, students probably can ride it. Another possibility is to take field trip buses. Talk with your principal to determine if you and your students could use allotted field trips that are not used by other departments.

Finally, many service agencies have vans, which they might use to transport students to the agency and back. Do not let the lack of transportation prevent you from involving students in service. Be creative; ask people to help you.

INSURANCE

Questions of liability arise every time a new idea comes down the pike. This is to be expected in our litigious society. Because there are no guarantees of freedom from liability, the best approach is a stout heart and knowledge of the issues.

First, service is seen as risky because students are learning in situations not completely controlled by the school. There is little physical danger in a classroom (although, of course, some would argue the point) because few unexpected events occur and students are not in novel situations where they need to exercise judgement. But there also is little risk of physical danger in service projects when teachers have worked with agency personnel to develop projects for students. There is still less risk when students receive training and teachers provide on-site supervision. The less the teacher knows about a service situation the larger the liability questions loom.

Many teachers see liability for injuries to students or by students performing service as a barrier to establishing service courses and programs. This barrier, however, is easily overcome. There are at least four protection from liability.

First, credit-bearing service is an educational activity closely tied to the mission of the school. Service activities, like chemistry labs and football teams and wood shop classes, are therefore "covered" by the school's insurance. In Allegany County, the school board attorney wrote a memo assuring principals and teachers they were within school insurance when they engaged students in service. You could ask your board's secretary for a similar memo.

A second protection from liability is provided by the community, charitable, and government organizations where students volunteer. All public agencies, and most private ones, have insurance that protects volunteers from liability due to negligence. Each agency where students volunteer should be asked to provide proof of insurance. As a precaution, Good Samaritan Laws protect volunteers from suit. Private for-profit service agencies, such as some nursing homes

and hospitals, have insurance to cover volunteers.

If an agency does not have insurance, according to the handbook called Volunteers and the Law in Maryland, volunteers may be held responsible for their negligence or for acts of omission. Students are protected, however, by the following rule: "if you are a volunteer for a charitable organization and you act at the direction of another member of the organization, you may not be held liable unless you knew or should have know that the action would cause harm."

Another source of liability coverage is parents' insurance. Minor-aged children are covered by their parents' insurance.

Finally, Volunteer Insurance Service sells insurance to cover student volunteers, both at the placement and while the students are travelling. Coverage costs approximately $3.00 per volunteer per year.

For more information contact:

1)   Your school board attorney,
2)   Volunteer Insurance Service,
3)   The Governor's Office on Volunteerism-- ask for a copy of "Volunteers and the Law in Maryland;" it costs about a dollar.

SUPERVISING STUDENTS' SERVICE

The question of who will supervise the students--the teacher or the agency personnel-- can be fraught with difficulties because it involves people from different professions communicating over gaps of purposes, rules, and even language. There are many opportunities for mixed signals. These mixed signals can ruin a particular student's experience; they also can close off any possibility of future collaboration. In short, beware.

With careful planning, and humility, a supervision arrangement can work marvelously. It can become a model public-private partnership and build good relations for the school, for the community agency.

A successful service placement is grounded in a shared understanding of expectations. You should work out in advance the number of hours of service you and the agency expect your students to perform, which days of the week they will serve, and whether they will be expected to work through holidays. You also should determine the extent to which the agency will train students. Some agencies have well-run volunteer programs with extensive training programs. During these training programs the volunteers learn the purpose of the organization, their duties, and the expectations the agency personnel have with regard to the students' commitment. Some agencies already are accustomed to working with students and are willing to log the students' hours so that you will have a clear record of how much time your students have put in.

The great majority of service agencies are not so well-organized. In these cases, the burden is on you to lay out the expectations. The more you work with the agency to develop

Our chief goal in life is somebody who shall make us do what we can.
-Ralph Waldo Emerson

understanding and expectations, the more likely it is that your students will have worthwhile experiences.

Besides reaching agreement on such matters as days, hours, frequency, and logistics, it is also helpful for either the teacher or the agency to assume responsibility for teaching the student about the agency: its history, its funding, who it serves, its unique features, its future plans. Students are motivated by making a difference, by having an impact. Knowing what difference the organization ultimately makes in solving a problem will help students appreciate the incremental step on which they are working. The learning objectives of your service program will help motivate students to understand the issue being addressed, the work of the organization, the needs of people being served, and the relationship among issues. Even if they cannot see the results of their efforts, students need to know how they are helping.

Finally, many students will be new to service, and even to work. They are likely to make mistakes, but they'll learn from their mistakes.

Supervision is best when agency personnel and teachers collaborate throughout the project. The chart on following page shows the cooperation at each step. Use it as a guideline when working with agencies and dividing tasks.

Supervision is most important when students are engaged in long-term service projects. The longer they are involved at an agency, the more likely it is that they will have questions about how they fit in, the work of the organization, and their impact on the needs they address.

Supervision also is essential where students are challenged. In some service projects students will deal with difficult people or people with very different backgrounds. They are likely to witness suffering. Use supervision and reflection periods to help students understand and cope with these challenges.

Supervision is most helpful when it is frequent at the beginning of the project. As your students become more confident of their abilities at the service project, you might want to limit your supervision.

There are several supervision strategies that teachers and agency personnel can use effectively. Group meetings could be scheduled regularly to review work assignments and resolve problems. Also, use the meetings to introduce new information or practice skills.

On-site supervision is another strategy. Such supervision can involve working side-by-side with older, more experienced volunteers or staff. These people can model appropriate behavior and provide immediate feedback on the students's performance. Another type of on-site supervision is for you to spend some time at the agency yourself. This gives students an opportunity to demonstrate their skill and gives you a greater understanding of how the project plans are actually being carried out.

Meetings at the beginning and end of each day of service are a good supervision strategy as well, especially when students are only going to perform service at a particular agency once or twice. During the pre-work meeting, students receive their assignments and are briefed on basic procedures. The post-work meeting is a chance to debrief students and assess the day's work.

Another option is for students to submit daily reports of their service activity. This is less desirable because of the long time lag between performing a task and receiving feedback. If the reports are structured, or used as a journal, and coupled with some king of regular, personal contact, however, they can be very effective. Writing will help students organize and articulate their thoughts before talking with you and the other students about their service experiences as a basis for future discussion. Daily records also are helpful in grading a student's performance.

Phone calls can occasionally be used for supervision. You can touch base with students between meetings. This may be especially important early on in the service project.

In addition to the supervision formats described above, make arrangements for student-initiated supervision. When students feel they need help, they should be able to contact you and ask for help. Although few crises will arise, your students will feel more assured knowing they can get help.

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A useful source on supervision is Mecham, "Orienting, Training and Supervising Students: From the Agency's Perspective," in Volume II of Combining Service and Learning: A Resource Book for Community and Public Service (NSIEE, 1990).

EVALUATING STUDENTS' SERVICE AND THE PROGRAM

Evaluation is critical to developing and maintaining an effective service program. The word "evaluation" conjures up visions of scientifically reliable instruments, masses of data, hours of labor, and, sometimes, inconclusive findings. While evaluations should be scientific, in the broadest sense, they should also match the sophistication and size of the program.

The best advice is to "start small." Conduct several small evaluations that give different perspectives on the program to reduce the risk of wasted time and poor results. These types of evaluation will yield credible results and help you modify the program.

In any evaluation, it is important to know the purpose before beginning. Be certain you know what you will evaluate, for whom, and with what resources. In school-based service learning programs you could evaluate: 1) student learning, 2) that students engage in the experiences, and 3) the effectiveness of the program.

Grading

Students must be evaluated when they are earning grades or credits by performing service. Criteria for grading should include that students performed to expectations, as well as what they have learned. At the outset specify what students are supposed to accomplish and at what level of achievement. Set criteria for skills: problem-solving, team-

I shall tell you a great secret my friend. "Do not wait for the last judgment. It takes place every day."
- Albert Camus

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work, initiative, and participation.

There are a variety of tools you could use to assess what students have learned. Evaluate students' written work: journals, observation reports, research projects, and critical incident reports. Also consider the students' class participation. Monitor students' active listening, questioning, and offering of solutions.

Other effective evaluation tools are conferences with individual students, certification of student accomplishment by the agency, observing the student at the service site, and student self-assessments.

Some evaluation of students' learning also could be part of a service club operation. Use a strategy less formal than for credit-bearing service. For example, do pre- and post-service surveys of knowledge or attitudes.

Quality of Service

You should assess the quality of service rendered by your students in both credit-bearing and extracurricular programs. Results will indicate if the service is meeting a need, if it is genuinely helpful to the agency, if students are adequately prepared and supervised, if the students have appropriate levels of responsibility, and if the project should continue.

Simple observation of the students at the service site would provide a wealth of information. The most reliable and valuable information would come from the people being served and from agency personnel. You, or the students, might interview them. They may respond to a simple survey or questionnaire. When evaluating the quality of service, be sensitive to putting demands on the precious time of the agency personnel and the privacy of the people being served.

Procedures and Policies

Make sure you also evaluate your procedures and poli-

cies. Such evaluation helps determine how "user friendly" your program is. Get feedback from all the parties: students, agencies, affected school personnel, people served, and parents. Develop surveys, conduct personal or telephone interviews, and visit service sites. Program records are another fruitful source of information: sign-in sheets, parent permission forms, a master chart showing where students perform service, a record of each student's participation, a record of each host agency, and a record of total hours of service. These records will tell you a lot about how your program is doing.

These evaluation strategies can be used whether your students are performing service at community agencies or at school helping peers. In the latter case, fewer people will be involved in the evaluation process.

CELEBRATION AND RECOGNITION

People get involved in service for all sorts of reasons-- from a genuine desire to aid one's fellow human, a need to fulfill a religious duty, or even because service was part of alternative sentencing assigned by a court. Whatever the reason, the opportunity to experience the intrinsic rewards of service is there. The most reluctant recruit may become the most enthusiastic convert after working on a service project.

Some of the intrinsic rewards your students will receive are:

1. broadened experiences
2. development of talents and leadership skills
3. feeling good about themselves because they know they've filled a need
4. greater capacity for caring-- empathy with people in need
5. self-knowledge about strengths and weaknesses
6. an increased understanding about life in general.

As the saying goes: "Tell me and I forget, show me and I remember, involve me and I understand."

We cannot depend on these intrinsic rewards, however, to capture students and keep them coming back. Celebration and recognition help to make their service more fun.

Ways to Recognize

Here are several ideas for acknowledging and expressing appreciation for your volunteers:

1. Give certificates or awards at an awards assembly (or at a separate community service celebration).

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2. Make a special notation on the school transcript or permanent file.
3. Devote a special page in the yearbook to the service club and the community service class.
4. Arrange to have recognition articles placed in the local newspaper.
5. Set up a photo display in the school lobby highlighting the volunteers.
6. Give out surprise bonuses such as free admissions, coupons, and trips.

Service club leaders might be taken to sessions of the Maryland General Assembly or to meet congressional or state political leaders; this would involve these students in the advocacy process. You might also nominate these club leaders to the school board, or other appointments in state and local government.

Ways to Celebrate

Students are often excellent at planning their own celebrations. These events usually involve a gathering of people and festivity. They are particularly appropriate at the completion of a service project. Include agency personnel, administrators, PTA officers, or even political leaders to share the enthusiasm and rewards of a job well done.

Who Recognizes?

Remember to look beyond the school and local community for recognition. Businesses like to get involved and civic organizations like the Jaycees are geared to promote citizenship. Baltimore's Best program is a good model for publicizing and appreciating volunteer work.

At the national level, Youth Service America and the Hitachi Foundation have recognition programs.

The Yoshiyama Award for Exemplary Service to the Community is sponsored by The Hitachi Foundation. It recognizes six to eight American high school seniors who are en-

gaged in extraordinary community service activities. There is an unrestricted gift of $5,000 given over two years. Laura McCain of the Centennial High School Class of '89 (Ellicott City, MD) is a recent recipient of the award. Write: Yoshiyama Award, The Hitachi Foundation, P.O. Box 19247, Washington, DC 20036, 202/457-0588.

PRESS RELATIONS

The press can be a great help to service programs. Good stories reward teachers and students for their work, help to recruit more students, and highlight the issue that the students have chosen to address. Learning to work with the press is an important feature of advocacy projects.

There are different types of press contacts.

Daily Newspapers

You can reach the daily newspaper in at least six ways; editorial, column, op-ed, letter to the editor, feature story, or news story.

1.   Editorial:

The editorial is a 3-4 paragraph essay written by the newspaper editors. The best way to get a paper to write an editorial is for the editors to meet the service group.

Teachers or students should call the editor to set up an appointment. They should have a particular purpose as to what problem the editorial should address: Should the paper urge further participation? express the student's viewpoint on a particular issue? or congratulate the students on their effective action? The editorial board will be most receptive to a plea about a particular issue.

The students should prepare packets explaining the issue. The packet could include other articles, written description by the students, pictures. If the students are really ambition they might include a T-shirt, or other catchy items. These materials give the editorial board something to consider when it writes the editorial.

Tracey feels it is important for students to become involved in their communities and works with the Maryland Student Service Alliance to incorporate service-learning into her classroom lessons.

In recent years the advantages of service are becoming more widely recognized. A recent Harvard Education Letter documented that students who participate in systematic service programs earn higher grades and stay in school longer than those that do not.

The National Governors' Association have recommended that by the year 2000 all students should have performed service. The National Association of Social Studies has made the offering of a service class one of its goals for 1990. The Education Commission of the States, State School Boards Association, the National Association for Secondary School Principals, the Carnegie Commission, among others, have said that service should be made part of every child's education.

*** *PRESS RELEASES SHOULD BE DOUBLE SPACED*

FUNDRAISING

Those who have a good idea or have developed a well-run program are more likely to receive money than those that do not. Therefore the funding request should look good. The funder wants to know that he is with a winner. The request should include a statement of the issue to be addressed, (students tutoring, helping senior citizens, and working with the homeless), the entire budget (who else has given money, how much, and what that has been used for), and what the money or in-kind contribution could be used for (transportation, recognition, materials.)

There are plenty of businesses, foundations, and individuals that give money. The key, though, is to identify those who are most likely to give it to you. Before mailing thousands of request, identify those organizations which are most interested in the issues you are dealing with. Do not ask a foundation concerned with press freedom to fund an environmental clean up. It also helps to have a personal contact. Look at the Board of Directors or employees so you know how best to reach the decision maker.

Raising More Than $1,000

A school may ask for more than $10,000 if it is planning to start an innovative program. At this level, funders are usually looking for new programs that can be replicated. The money would be used for such items as curriculum development, training, and evaluation as well as program costs. There is usually a six month lead time on requests of this size.

Another source of funds some schools have used to get service going is community development block grants. Service programs have been designated as a funding priority.

Raising $1,000 to $10,000 does not require as much lead time as does raising larger ones, but the advice given for the large grants aamounts applies.

service program by hearing about it from a neighbor who had read the paper. But not everyone reads the paper on a given day, so other tactics are necessary.

Identify those student groups and their faculty sponsors that might be most open to service:

Honor Society -- Honor Society already requires ten hours of service from each member. Energize them to use their ten hours to recruit other students to an interesting project.

Student Government Association (S.G.A.) -- Many SGAs are just waiting to be reminded that government is not just parties. It can solve real problems. The National Governors' Association has recommended that by the year 2000 all students perform service.

Social Studies -- Part of social studies' reason to be is to teach citizenship. What better way to learn citizenship than by service? In fact, the National Association for Social Studies Teachers has recommended that a course in service be offered at each school. Contact the social studies department and see how service fits into the curriculum which has already been developed. If you are really ambitious, get them to write new curricula!

Environmental Studies -- Maryland requires all schools to offer environmental education in grades K-12.

Tactics to Build Support

When it comes to winning over colleagues and administrators, here are some ideas to consider:

1. Know your facts. What does the research say about service outcomes? What are some of the successful models for what you want to do? What are the benefits to the community, the agency, and the youths themselves?

2. Start with those teachers and administrators whose basic philosophies would seem to support service. Those who already believe in experience as a prime means to

educate, who are learner-centered and appreciate differences in learning styles, or who have expressed concern about society's problems show service "readiness." Sometimes they are just waiting to be invited to get involved.

3.   Respect the other person's position. Sometimes in our enthusiasm we forget how overwhelmed a teacher can be, or that an administrator may be coping with the newness of his or her position. Each person is coming from a personal background that may not have prepared him or her to be involved in service. For some individuals, it is a luxury to have enough energy left over from what is needed for personal responsibilities and teaching to get into something new.

4.   Don't let your enthusiasm prompt you to overstate your case. Be sure to give a fair airing to the practical aspects and difficulties of sponsoring service projects. Over-enthusiasm sometimes gives you more to bite off than you can chew. Don't pull anyone into your project until you know it has a good chance of success. "Once bitten, twice shy."

5.   Keep everyone in the school informed of what you and your students are doing without being overbearing. Promote awareness of the project or program but let success be its own publicity. When people see a good thing happening, they will want to get on the bandwagon. By the same token, when events are not going as well as you had hoped, solicit feedback from colleagues and administrators. Draw them in by showing a different need for their skills.

Infusion

INFUSION :
INCORPORATING SERVICE-LEARNING INTO YOUR SCHOOL AND CLASSROOM

What's Infusion?

What does it mean to infuse service-learning into your classes? This is best answered by showing you examples of infusion at work.

Infusion is:

Science students testing streams for pollutants in a unit on water quality and using the results to lobby for ground water protection regulations.

English students who are studying persuasive essays picking issues to research and drafting position papers suggesting policy actions which they then send to their legislators.

Art students in a unit on layout and design creating brochures, posters and displays on AIDS which they post and distribute in the school and community.

Infusion is also an excellent catalyst for designing cross-curricular projects. Cross curricular infusion may take the form of:

One hundred students working together to rehabilitate a public field adjacent to their school. In science they survey the

"To the extent that it is possible... you must live in the world today as you wish everyone to live in the world to come. That can be your contribution. Otherwise, the world you want will never be formed. Why? Because you are waiting for others to do what you are not doing; and they are waiting for you, and so on. The planet goes from bad to worse."
-Alice Walker

66

field to determine rehabilitation steps needed. In math they measure the field and determine the amount of materials necessary for the renovations. English students write persuasive speeches and letters for community groups to solicit funds for the rehabilitation. Industrial Arts students cut materials and construct benches. In Social Studies they study the history of the field and the philosophy of public spaces. And finally, they all come together for one day to rehabilitate the field.

Service can effectively be infused into any subject area. It is a valuable method for conveying information to students while allowing them to work experientially.

Why Infuse Service Learning?

Providing service-learning activities allows students to establish connections to the community and solve real world problems by applying knowledge acquired in the classroom. Students find participating in service-learning activities helps them see the relevance of the material taught in the classroom.

Service-learning can be infused into virtually any academic instructional unit and course. Following is a breakdown of a few of the subject areas and goals met by engaging students in service-learning.

SCIENCE
-relevance of science
-rational and creative thinking
-environmental studies
-health education
-nature, biology
-sanitation
-aging process
-pollution
-genetics/
disabilities
-nutrition
-public health/health regulations

SOCIAL STUDIES
-political/historic/economic aspects
-social awareness
-political awareness
-local government
-cultural sensitivity
-citizenship
-diversity issues
-critical thinking and problem solving

MATH
-appreciation
-express and interpret mathematical ideas
-measuring
-estimating
-problem solving
-calculating
-graphing
-surveying
-budgeting
-analyzing

LANGUAGE ARTS
-research
-writing
-formal speaking
-informal speaking
-communication skills
-critical thinking
-reading
-effective listening
-language appreciation
-literature appreciation

VOCATIONAL EDUCATION
-communication skills
-socialization
-job tolerance
-work ethics
-appropriate behavior
-work habits
-personal appearance

HEALTH
-self concept
-interpersonal relationships
-substance abuse
-health practices
-food and nutrition
-safe living
-disease
-sexuality

MUSIC AND FINE ARTS
-appreciation
-historical, cultural, and social context
-aesthetic judgements & decision making
-creative expression

FAMILY STUDIES
-food and nutrition
-interpersonal relationships
-child development
-concept of family

This list is only the beginning.

How Do You Infuse Service-Learning?

Infusing service-learning into the curriculum is a several step process, similar to planning any instruction. First consider the relevance of your course to the school's mission to nurture citizenship. Second, identify the language you will use to link your course and the service project to the citizenship part of the school's mission. Third, identify projects and plan student leadership opportunities. Finally, with your students, work through the preparation, action and reflection steps of the project.

Schools and Citizenship

Schools were originally established by Thomas Jefferson to create good citizens. Most schools continue to cite a connection to the community as part of their philosophy or mission statement. When planning to infuse service-learning into the curriculum, review your school's philosophy. Locate explicit references to citizenship, participation, or linkages to the community. Write down how these words come to life in the teaching and learning in your school and your classroom.

Next, review course goals and units of study you will be covering in your class. Identify the focus you generally take when teaching the units of the course. Determine where in the unit or course students' learning would be enhanced by an experiential service-learning activity.

Exploring the Language of Service

Infusing a service-learning project into a course will help students become effective citizens only if we tell them that is one of the intended outcomes of the project. To achieve this outcome, you need to use the language of service and citizenship and students need to study and discuss the concepts.

As you plan how you will work with students, think about which words to use to convey the connection between doing the service project and being a citizen. The language of service contains words such as: citizenship, duty, responsibility, activism, advocacy, politics, service-learning, community, service, participation, participatory democracy, reciprocity, social problems, justice, policy, democracy, caring, cooperation, commitment, trust, collaboration, partnership. Use and explore this language with students as you develop projects.

Students become aware that the actions they undertake impact their community when you and guests from the community explain the project in those terms. Another way students learn about citizenship is to talk about their experiences

and share ideas about what it means to be a good citizen.

Here is an example of how this language might be used. If you infuse service into a Health Education unit on substance abuse, introduce into the discussion service terms such as social problems, responsibility, policy, justice. Explore the relationship of these terms and concepts to the issue of substance abuse.

Planning Service-Learning Instruction: Projects and Student Leadership

Like all good instruction, infused service-learning takes some planning on the part of the teacher. The planning in this case centers on two things: the projects and student leadership.

Given the work you have already done (the focus you ordinarily take when teaching a particular unit in your course, where you will infuse a service-learning project, and the language of service and citizenship) now think of two or three service projects that would provide appropriate learning for your students.

Choose projects that:
O   provide needed service to community
O   relate to your course, the unit, and your focus you find exciting
O   students can help design and operate within the parmeters you set up

If you need some inspiration, use the service-learning guide issue area sections in this book. Be creative -- there are many great projects that are not listed in this guide because of space constraints. Colleagues are another rich source of ideas. As a bonus, discuss with colleagues how the projects you thought of could connect with other areas in the curriculum; work with colleagues and jointly develop cross-curricular

connections through service.

The most effective service-learning projects include students in their design and operation.

Structure your instruction so that students can make meaningful decisions. Plan how you will help them make good decisions. Students can make programmatic decisions: which projects to undertake; which organizations to work with; which days to provide services; how many times to serve at one site. Or they can make material decisions: the number and type of sandwiches to produce; the color of the tablecloths to be sewn; the wording of the survey to be sent to community agencies. All the logistical decisions that need to be made can be made by students.

Students' input may vary depending on their experience with decision making, ability level, and familiarity with service and the subject where the project will be infused. One way to guide their decisions about what project to undertake is to have groups of students evaluate different project ideas according to these criteria:

Does the project have relevance to the course?

Is the service needed in the community? How do you know?

What community resources and partners could help with the project?

Is someone already doing this? Could you join their efforts?

Doing It

Now comes the exciting part -- carrying out your plan to infuse service-learning into the curriculum.

Preparation

All classroom studies in the unit are preparation for the service project. You may want to add some of the skill-building activities on communication, problem solving, etc.

Explain to students why you will be doing service as part of the class/unit. Service-learning is a teaching tool, a method for obtaining knowledge. It has instructional value because it helps you achieve learning outcomes. It allows students to see the relevance of their academic coursework to "real life." Service also is of value to the community because students provide needed services and fulfill unmet community needs through their projects. It enables schools and communities to connect in new, exciting ways.

Studying the work of a person who has taken action to improve the world provides a wonderful opportunity for students to study effective action and to explore the language and philosophy of citizenship.

Ask students to brainstorm projects that would be appropriate, interesting, and meet the goals of the unit or course. Guide them to one of the 2-3 projects you thought of by having them use the criteria described above to judge the project ideas. Or, if appropriate, select one of theirs. You may sometimes decide to skip the student brainstorming session and instead direct them toward the 2 or 3 projects you have selected and have them choose from among them.

Action

Carry out your service project in the community.

Reflection

Evaluate the effectiveness of the project with the students. Brainstorm spin-off projects. Learn more about the issue. Write, speak, discuss, etc.

Reflection activities can take place in any curricular area:

Science:	discuss, read, act out skits
Language Arts:	write journals or term papers, speak
Art:	draw, paint, create collages
Social Studies:	research, write, speak
Health:	speak, act out a skit or play
Industrial Arts:	discuss, review video tape

Located in each Getting to Work: Issue Areas section of this guide are menus of potential reflection activities which could be infused into your classroom. Pick and choose what will best fit in to your course, or create your own activities.

Celebration/Recognition

It is important for students to know their efforts make a difference. Remember to acknowledge students' contributions to their community. Invite the media along as you do your projects. Post on your classroom walls any coverage you receive. There are many ways to celebrate your successes!

Community Contacts

Organization _____

Address _____

_____

Phone _____

Contact Person _____

Best time to call: _____

☐ **Called**
date _____

☐ **Visited**
date _____

1. Service provided, to whom, when?

2. How could students get involved?

Direct service? Indirect service? Advocacy? Joint project?

3. Any special considerations?

Training? Age requirements? Hours of operation?

4. How could the organization help your students?

Guest Speakers? Field trip site? Sensitivity training? Materials?

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